DOCUMENT RESUME

ED 438 206 SO 031 260

AUTHOR	DeRoche, Edward F.; Sullivan, Betty L.; Garrett, Sherrye Dee
TITLE	Character Matters: Using Newspapers To Teach Character. Strategies for Teachers, Activities for Parents. Newspaper in Education Resource Guide.
PUB DATE	1999-00-00
NOTE	59p.
AVAILABLE FROM	Use the News, Dr. Betty L. Sullivan & Associates, 4104 24th Street #531, San Francisco, CA 94114-3615. Tel: 415-641-0611; Fax: 415-641-0884; Web site: http://www.usethenews.com.
PUB TYPE	Guides - Classroom - Teacher (052)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	*Citizenship; Citizenship Education; Curriculum Enrichment; Elementary Secondary Education; Media Adaptation; *Newspapers; Social Studies; *Values; *Values Education
IDENTIFIERS	*Character Development; *Character Education; Newspaper in Education Program

ABSTRACT

One side of character education is to create schools and communities that are caring, civil, and challenging (both academically and behaviorally). The other side is to develop young citizens who are smart, decent, and responsible. This booklet illustrates how to use newspaper content at school and at home to teach eight specific values: respect, responsibility, caring, honesty, tolerance, courage, justice, and citizenship. The booklet suggests that values can be tied to particular months when celebrations, holidays, and events occur: for example, justice, courage, or tolerance might be the focus value in January when the nation celebrates Martin Luther King Jr.'s birthday, his life, and his work. The booklet states that daily newspapers offer valuable content (feature stories, editorials, news articles) that support lessons about these and other values. The strategies and activities in the booklet are designed to be idea-generators. A strategy can be tried as proposed or modified to meet the needs of students. The newspaper strategies in the booklet can be coordinated with the Newspaper in Education Program (NIE) guides and supplemented with examples from history and age-appropriate literature. The booklet's format includes an introduction; a definition of the value; synonyms or key words for the value word; teaching strategies and home activities; and quotes and sayings for the classroom bulletin board and the refrigerator at home. Addresses of character education organizations and lists of various additional resources are attached. (BT)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 438 206

Character Matters: Using Newspapers to Teach Character. Strategies for Teachers, Activities for Parents.

by

Dr. Edward F. DeRoche
with
Dr. Betty L. Sullivan
and
Dr. Sherrye Dee Garrett

SO 031 260

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

Betty L. Sullivan

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Newspaper in Education Resource Guide

BEST COPY AVAILABLE

Character Matters

Using Newspapers To Teach Character

Strategies

For Teachers,

Activities

For Parents

USE THE NEWS

BEST COPY AVAILABLE

Character Matters

Using Newspapers To Teach Character

BY

Dr. Edward F. DeRoche

WITH

Dr. Betty L. Sullivan

AND

Dr. Sherrye Dee Garrett

USE THE NEWS

BEST COPY AVAILABLE

ACKNOWLEDGMENTS

The authors wish to express their sincere appreciation to the following colleagues who have helped with this project: Stacy Horn, Barbara Rush, Natalie Van Oppen, Lyle York, Visual Strategies and Abby Zimberg.

Product information contact:

Dr. Betty L. Sullivan & Associates
PMB #531
4104 24th Street
San Francisco, CA 94114-3615
phone: 415/641-0611
fax: 415/641-0884
e-mail: bettysnie@aol.com
web site: http://www.usethenews.com

COPYRIGHT © 1999 USE THE NEWS
DR. BETTY L. SULLIVAN & ASSOCIATES

Character Matters

CONTENTS

BACKGROUND	About Character	1
	A Message to Teachers	4
	The Triple A Strategy	5
CLASSROOM STRATEGIES	Respect	8
	Responsibility	10
	Caring	12
	Honesty	14
	Tolerance	16
	Courage	18
	Citizenship	20
	Justice	22
	Additional Character Strategies	24
PARENT PAGES	A Message to Parents	34
	Home Activities	35
	Activity Sheets	38
RESOURCES	Bulletin Board and Refrigerator Quotations	48
	Character Education Organizations	52
	Newspaper Programs	53
	Books	53
	Additional Opportunities	54
	About the Authors	55

BACKGROUND

About Character 1

A Message to Teachers 4

The Triple A Strategy 5

BEST COPY AVAILABLE

ABOUT CHARACTER

What is character?

You may recall that the Rev. Martin Luther King Jr. referred to character when he said: "I have a dream, that my four children will one day live in a nation where they will not be judged by the color of their skin, but by the content of their character."

We might say that each of us has a personal character and a civic character. Personal character is an accumulation of virtues that predisposes one to do that which is right, to reflect on moral matters, to be a good person, an ethical person, a person who knows right from wrong, a person who acts in a manner consistent with the Golden Rule — treat others as you want to be treated.

Civic character encompasses the personal virtues and also such values as respect for laws and authority, responsibility, fairness, justice and participation in public affairs. Voting and volunteering are also expressions of our civic character.

What is character education?

There are many definitions and many interpretations. As you use this booklet you might think of character education in this way: It is an attempt by the community, with the home and the school taking the lead, to foster in children and youth personal and civic values that create good persons and good citizens. Professor Thomas Lickona, State University of New York at Cortland, stated it this way:

> Character . . . has three interrelated parts: moral knowing, moral feeling, and moral behavior. Good character consists of knowing the good, desiring the good, and doing the good habits of the mind, habits of the heart, and habits of action.

There are two sides to character education. One is to create schools and communities that are caring, civil and challenging (both academically and behaviorally); the other is to develop young citizens who are smart, decent and responsible.

Why is character education needed today?

Any newspaper reader knows or feels that in the last three decades there has been a decline in our moral and civic values. Many people continue to be concerned about violence, teen-age pregnancies, the decline of family structure, delinquency, drug and alcohol abuse, crime, random acts of violence and destruction, loss of civility and manners, road rage, cynicism about government, cheating and stealing in schools and in the workplace, peer cruelty, offensive language, lack of self-control and bigotry.

Our young need character education to learn and practice those values inherent in this nation's founding documents. Schools need character education to become places where students construct their socio-moral selves; where they learn to reason critically and morally; and where they practice the habits and skills of being good people and good citizens.

ABOUT CHARACTER

What is a value?

One dictionary definition of the word "value" is that it is a worthwhile or desirable principle, standard or quality. A value can be a virtue — a desirable character trait. A value can be a standard one strives for. A value can be a principle one tries to live up to. Values are those qualities of behavior that help make up our character.

Whose values are we talking about?

In each community the stakeholders must come together to reach consensus about the values to be fostered in homes, schools and the community. Even if consensus is reached on only a few values, such as respect and responsibility, those two values should be the focal point for a school's character education program. The U.S. Department of Education suggests that the most common values are caring, civic virtues and citizenship, justice and fairness, respect, responsibility and trustworthiness. It has funded more than 30 state proposals that address these values.

The values suggested by the National School Board Association include: altruism, integrity, loyalty, compassion, courage, respect for authority, courtesy, obedience, punctuality, industriousness, responsibility, generosity, self-discipline, honesty, self-respect and tolerance.

The nation's YMCAs are infusing the values of respect, responsibility, caring and honesty into their programs.

"Project Solution," a character education program offered by The (Nashville) Tennessean to its community, provides supplements to the daily newspaper that focus on these values: respects self, does what's right, gives service, respects others, accepts responsibility, builds community, cares, nurtures family and friends, loves learning, takes initiative, models democracy, forgives, practices honesty, perseveres, shows gratitude, shows courage, solves problems and respects work.

The Kansas City Star sponsored a program called "Raising Kansas City: Values and the Next Generation." The values included courage, knowledge of right and wrong, compassion, awe and wonder, tenacity, boundaries, respect, justice and kindness, love of learning and tolerance.

BEST COPY AVAILABLE

ABOUT CHARACTER

What values are to be highlighted in this booklet?

Many schools with a character education program focus on one value each month. This method helps teachers, students and parents focus attention on a particular value for a period of time. Values overlap one another. They should be integrated and infused into the school's curriculum and programs. Values should permeate the school culture and classroom climate. Values should be learned and played out in students' lives and relationships.

This booklet will illustrate how to use newspaper content at school and at home to teach eight specific values: respect, responsibility, caring, honesty, tolerance, courage, justice and citizenship. Values can be tied to particular months when celebrations, holidays and events occur. For example, justice, courage or tolerance might be the focus value in January, when the nation celebrates Martin Luther King Jr.'s birthday, his life and his work. One can expect that daily newspapers will offer valuable content (feature stories, editorials, news articles) that will support lessons on these and other values.

Why use newspapers to help students learn more about values?

Newspapers describe a range of human behaviors. Newspaper pages are filled with stories about what people say and do and about how and why they act as they do. In reporting human events, newspapers provide teachers, parents and students with a cast of characters that cannot be found in textbooks.

Like children's literature, rich in characters that exhibit a range of personal and civic values, newspapers, the literature of the public, bring to classrooms and homes stories about people — their successes and failures; their right or wrong behaviors; their selfishness and selflessness; their cowardliness and courage; their honesty and dishonesty. In other words, newspaper content is value rich.

Newspapers are excellent resources that can be used in school and at home to help students learn and practice positive personal and civic values. Newspapers are an essential resource for a character education program.

BEST COPY AVAILABLE

A MESSAGE TO TEACHERS

How to use this booklet

As you know, teaching values cannot be done in one month; it is a process that takes time and repetition until it becomes habit.

Character education should not be considered an add-on to your already busy day and full curriculum. Teaching values (such as respect and responsibility) is easily integrated into the subjects you teach and the way you manage your classroom. Use short windows of opportunity — a few minutes before or after recess or while waiting for buses — to discuss values.

The strategies and activities in this booklet are designed to be idea-generators. You can try a strategy as proposed or modify it to meet your needs and the needs of your students. Use the strategies and activities to spark your own creative ideas for ways to help your students learn and practice values.

The newspaper strategies in this booklet can be supplemented with examples from history and age-appropriate literature. The depiction of real life in newspapers, combined with history and literature, will be a powerful learning-experience for your students.

Use all the content in the newspaper to help students become aware of values, analyze them and apply them. Use newspaper advertisements, comics, news, editorials, feature stories and advice columns.

You cannot do the character education job on your own. This is why home activities for each value are included in this booklet. You can take the lead and help parents support what you are doing in your classroom.

Use the classroom strategies and home activities to get your students talking and listening to one another about things that matter — their values, behaviors, strengths and weaknesses, talents and concerns.

Keep in touch with the Newspaper in Education (NIE) coordinator at your local newspaper. He/she should know what you are doing and how the newspaper is helping you teach character. You should know what the coordinator does and the services the newspaper can bring to your classroom and your school. The coordinator can be your conduit to a variety of community resources, from speakers to additional curriculum materials.

Just a word about the format: This booklet focuses on eight values. The format includes an introduction; a definition of the value; synonyms or key words for the value word; teaching strategies and home activities; and quotes and sayings for the classroom bulletin board and the refrigerator at home.

THE TRIPLE A STRATEGY

A useful framework to help you teach using newspaper content is the Triple A Strategy: Awareness, Analysis and Application.

AWARENESS

Introduce students to the words and meanings that conceptualize a value. Value words and concepts should permeate the classroom environment and academic activities whenever possible. Students should first learn the value words and what they mean. Then they should learn how the words apply to human situations. This happens through reading stories, relating personal experiences, discussions and questioning. A few suggestions:

- Help students to know what the value words are and what they mean by referring to newspapers, literature, storytelling and real-life experiences.
- Have students define value words and find synonyms and antonyms for them.
- Have students find value words in the newspaper and describe how they are used.
- Have students ask their parents about their views of the value.
- Suggest that students find sayings, slogans, maxims and quotes about the values and display these around the classroom and at home.

ANALYSIS

Develop the skills of analysis, synthesis, comprehension and evaluation — the thinking skills — with strategies and activities that focus on a given value. A few suggestions:

- Have students find examples of the value in literature and history.
- Discuss the value with students, finding examples in the newspaper and comparing and contrasting these examples with their findings in literature and history.
- Have students write a headline and lead, or draw a comic strip about the value.
- Have students list questions about the value and find examples in their newspaper that help them answer their questions.
- Have students evaluate how and why some people demonstrate the value and some do not.
- Have students keep a scrapbook of newspaper content about the value and record their ideas and feelings about the value.

APPLICATION

No amount of study, knowledge and analysis will substitute for moral acting, action that incorporates the values in behavior. The intent here is to have the students apply the values, observe the effects of the values in their daily lives and those of others, and then apply the values to what they say and what they do. A few suggestions:

- Have students discuss how the values apply to their daily lives and how they could demonstrate use of the values.
- Role-play the values in class and have the students react to the play.
- Have students ask their parents how they see the values applied in the workplace.
- Have students keep a journal of observations of how the values are or are not applied in their peer group and on television.
- Have students write letters to the editor in response to a newspaper item about the values.

CLASSROOM STRATEGIES

Respect	8
Responsibility	10
Caring	12
Honesty	14
Tolerance	16
Courage	18
Citizenship	20
Justice	22
Addtional Character Strategies	24

BEST COPY AVAILABLE

Teacher's Guide

RESPECT

DEFINITION

Respect means showing consideration for yourself and others. It means showing regard for people who are different, and for property, laws, rules, authority and the environment.

Key words: appreciation, dignity, honor, obedience, politeness, acceptance

ACTIVITIES

Classroom Strategy 1

Have teams of students take different parts of the newspaper (comics, editorials, news stories, feature stories) and circle language (words, phrases, sentences, quotes) that shows respect. Have the students draw a block around language that is disrespectful. Discuss the idea of using respectful language. Talk with students about their experiences — about rumors, about "dissing" someone.

Classroom Strategy 2

Have students (in pairs or threes) spend time over several days looking through newspapers to find examples of people who showed respect and examples of those who didn't. Have each group answer the following questions:

- What were the reasons for the person(s) to be respectful? Disrespectful?
- What happened in each case?
- How was respect shown? Acted?
- How was disrespect shown? Acted?
- What were the consequences (positive or negative) for people who showed respect and for those who didn't?

Classroom Strategy 3

With your students, select several advice columns from the newspaper and discuss why people seek such advice. Discuss the advice columnists' responses to the advice-seekers. After the discussion, have half of the students play the role of the columnist or advice-giver. Have the remaining students be people seeking advice. Have each advice-seeker write a letter relating a real or made-up story about respect or disrespect. Have each student give his/her letter to a student playing the role of advice-giver. Ask each advice-giver to respond. After the class has completed the assignment, share the results with the class, focusing on the value of respect.

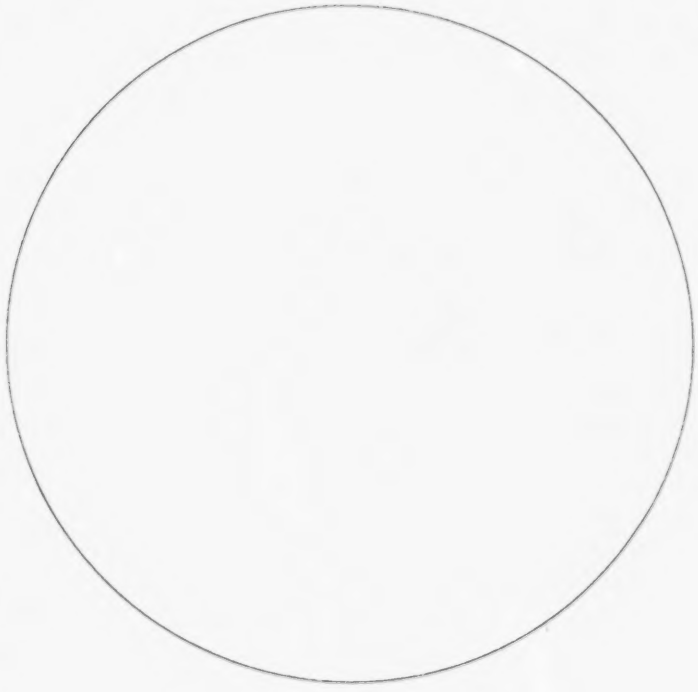
Classroom Strategy 4

Find a newspaper story in which students may disagree about whether a person deserves respect or not. Have each group of students list reasons why they do or do not respect the person. Have them explain their positions. Be prepared to discuss the results with students.

Activity Page

MY CHOICE

Pick a person you respect. Find his or her picture and paste it in the middle of the circle. Cut out words, phrases, pictures or symbols that tell why you respect this person. Paste them around the picture.



Write a statement explaining why you selected the words and items you did.

Teacher's Guide

RESPONSIBILITY

DEFINITION

Responsibility means being accountable for your words and actions. It is about doing your best; not blaming others for your mistakes; and staying on task and not giving up.

Key words: responsibility, self-discipline, perseverance, dependability, reliability

ACTIVITIES

Classroom Strategy 1

Put students in small groups and have them find newspaper stories that illustrate the need for laws, rules and regulations, and discuss each individual's responsibility to obey them.

Have the class discuss why people and society need laws and rules such as those illustrated in the news stories.

Give students the responsibility of creating a set of classroom rules, beginning with rules they do not want and then identifying rules they do want.

Have students find newspaper stories about people who have suffered consequences for violating laws and rules. After a discussion, have the class make a list of consequences they would face if they failed to follow classroom rules.

Classroom Strategy 2

Explain to students that people who assume responsibility are able to explain their actions. This quality causes other people to trust them and depend on them. Have students find newspaper stories about people who demonstrate by their words and actions that they are responsible to their family, culture, work and community. Have students discuss the decisions made by these people. Then students should use words, pictures and photos from the newspaper to create a poster or collage about one person they have discussed. Encourage students to read about individuals representing a wide range of cultural, ethnic and racial groups.

Classroom Strategy 3

As preparation for writing a feature story, have students locate and read a feature story about an individual. Have them underline any direct or indirect quotes from the individual. Discuss the opening of the feature story. How did the writer introduce the person and catch the reader's attention? Then have students discuss the responsibilities they now have at home and at school. Have them talk about the responsibilities children had in earlier generations. As a class, develop a list of questions students can use to interview grandparents or older family friends about the responsibilities they had when they were growing up. Finally, have students write feature stories about the individuals they interviewed.

Activity Page

BEING RESPONSIBLE

Work with a partner to create a full-page advertisement about the importance of being responsible. First, look at ads in your newspaper. Note how the ads use art, design and different styles and sizes of type to make the ad attractive. Use words, pictures, phrases and headlines to show how you feel about being responsible. Draw your ad on this page. Then share your ad with classmates.

Teacher's Guide

CARING

DEFINITION

Caring is looking out for others. It is service to family, classmates, friends and community. It is taking the time and effort to help others. It is attending to the needs of people, the environment and animals.

Key words: kindness, empathy, compassion, concern, mercy, sharing, friendship

ACTIVITIES

Classroom Strategy 1

Have the students go through the newspaper to find articles, pictures, editorials or letters to the editor that illustrate the value of caring. Be sure students include the other key words in their search. Tell them to select three examples of caring. Then have them answer the following questions about each example:

- What is the article about?
- Who are the people involved?
- What is the event or issue described in the article?
- What are people doing that demonstrates caring?

Classroom Strategy 2

Have each student locate a newspaper story that makes him/her feel compassion, concern or empathy. Give students the following instructions:

- Describe the story in two or three sentences.
- Explain why the situation in the story makes you feel compassionate, concerned or empathetic.
- Describe the action you would take to help or improve the situation if you could.

Classroom Strategy 3

Have students locate a horoscope or star-gazer feature in the newspaper. Tell students that some people who believe in astrology read a horoscope to get advice about their lives; other people just like to read the horoscope for fun.

Have students look through all the horoscopes to find words that reflect the values of caring, compassion, kindness, respect, sharing, etc. They may find such examples as "Do not allow work needs to bring unfair conduct to your home and family," or "Act only from inner truth and integrity."

Have students make a list of the words or phrases that show caring or another value. Then have each student identify the value he/she thinks is most important on the list. Have students discuss their selections.

Activity Page

COMICS FRIENDS

Read the comics pages in the newspaper. Locate a comic strip for each of two key words: friendship and kindness. Paste the strips in the boxes. Write a sentence below each comic strip identifying the character's action that demonstrates the key word. Then create your own comic strip about a caring key word. Draw it in the bottom box.

Paste a comic strip about friendship here.

Paste a comic strip about kindness here.

Create your own comic strip about caring.

Teacher's Guide

HONESTY

DEFINITION

Those who are honest do not lie, cheat or steal. An honest person respects himself/herself and respects others. Honest people are real and genuine, people you can trust. They recognize that bullying, "dissing," name calling and "mind games" are wrong.

Key words: uprightness, fairness, trustworthiness, respect, truthfulness, integrity, loyalty

ACTIVITIES

Classroom Strategy 1

Have students examine newspapers over several weeks to find stories about individuals who demonstrated honesty or trustworthiness. For example, they may find stories about individuals who returned lost money or property to its rightful owner; people who admitted an error or wrongful act and accepted the consequences; people who were honored by an organization for their good character; or whistle-blowers who revealed information about companies that behaved in dishonest ways. Collect the stories on a class bulletin board. Categorize the stories in some way: for example, honesty in the workplace, honesty in competitions or honesty in personal relations. Post quotes about honesty near the stories on the bulletin board.

Classroom Strategy 2

Have students locate and read stories about people who have committed dishonest acts. Have them create a table with four columns to help compare the individuals. In the first column of the table, put the individual's name. In the second column, describe the action. In the third column, describe the consequences the person faced for committing the dishonest act. In the last column, have students explain why they approve or disapprove of the consequences.

Classroom Strategy 3

After students have read and discussed several news stories about honesty, have them consider the saying, "Honesty is the best policy." Include some of the following questions in your discussion:

- How do you handle a situation in which being honest might not be the best solution to a problem?
- What should you do if being honest is going to hurt another person's feelings or cause you to lose a friend?
- What are the differences among honesty, tattling, "white lies" and "fibs"?

Have students write an editorial or draw an editorial cartoon about the value of honesty.

Activity Page

HONESTY PAYS

Locate and read a news story about an individual acting with honesty. Then find a historic or literary character whose behavior parallels the actions of the person in the news story. Compare the real person and the historical/literary character by completing the table below.

What was the honest act? What were the consequences of the act? Would you have made the same decision? Why or why not?

Comparison	Individual in News Story	Historic or Literary Character
What was the honest act?		
What were the consequences of the act?		
Would you have made the same decision? Why or why not?		

Identify the individual you respect more and explain why.

Teacher's Guide

TOLERANCE

DEFINITION

Tolerance is the quality that enables one to understand, respect and accept the beliefs and practices of others, even when those beliefs and practices are different from or conflict with one's own. Tolerance deals with ways to handle conflict, bigotry and prejudice. It deals with cultural, ethnic and lifestyle differences among individuals and groups. It is about valuing and celebrating our similarities and differences.

Key words: compassion, caring, cooperation, acceptance, understanding, appreciation

ACTIVITIES

Classroom Strategy 1

Have students identify a newspaper story that deals with conflict between individuals, groups or nations. Have the students work in pairs to list and describe three nonviolent ways the conflict might be resolved.

Classroom Strategy 2

Have students draw a comic strip illustrating an example they have observed in school that involved conflict, bigotry, stereotyping or intolerance. Have students share their comic strips with the whole group, and have the class discuss different ways to improve or correct each situation.

Classroom Strategy 3

Have students paste pictures of themselves on individual poster-size sheets of paper. Then have them create individual profiles of themselves by cutting out and pasting on the poster photos, art or words from the newspaper that tell about their age, gender, heritage, feelings, likes and dislikes, talents, attitudes, hobbies, race, religion and family. Have each student share his or her poster with the class. Display the posters on bulletin boards for parents' night.

Classroom Strategy 4

Have students collect and read book reviews from the newspaper. Have them discuss the elements of a review: a brief description of the book's content, a discussion of the book's strong points, and any comments or problems with the book. Then have students select books about intolerance in history, such as the Holocaust, American reactions to citizens of Japanese heritage during World War II, and civil wars in world history. Have students write reviews of their books. Encourage them to take the reviews home to share and discuss with their families.

Activity Page

EVERYONE IS SPECIAL

Create a friendship ad. Cut out letters from the newspaper to spell your name at the top of the worksheet below. Then put your page on the classroom "Friendship Board." Other students will cut out from the newspaper words, symbols, photos or comics that say something positive about you. They will paste them on this sheet. Next, find in the newspaper words, symbols, photos or comics about your classmates and paste them on their "Everyone is Special" pages. Discuss all of the pages with your classmates.

Paste the letters of your name here.

COURAGE

DEFINITION

Courage can be many things. It can be bravery under extreme conditions or emergencies. It can be overcoming a difficult physical challenge. It can be conquering fears, coping with dangers, overcoming difficulties. Courage can be saying no to friends. It can be standing up for someone who is being bullied or "dissed." Courage can be deciding not to act in some way that might hurt yourself or others. Courage can be standing up for your rights. Sometimes it takes courage to try something for the first time, to try learning something new.

Key words: bravery, "guts," coping

ACTIVITIES

Classroom Strategy 1

Discuss with students the different ways people demonstrate courage. It may take physical courage to excel in an athletic competition or reach a personal goal such as climbing a mountain or completing a marathon race. It may take moral courage to stand up for your rights or the rights of others in community or civic situations. It may take personal courage to overcome mental or emotional obstacles that interfere with success.

Create a classroom bulletin board about courage. Divide the board into sections and label each section with a particular kind of courage. Have students read news or feature stories to find examples of people who demonstrate these different kinds of courage. Have them paste the stories in the appropriate section of the bulletin board and write a headline about the courageous act above each story. Discuss the stories on the bulletin board as a class.

Classroom Strategy 2

Have students identify individuals from newspaper stories, history or literature who have demonstrated courage. Tell each student to write a headline and a lead paragraph about the individual. In a newspaper story, the lead paragraph summarizes the story and tells the who, what, where, when and why about the story. Post the headlines and leads around the classroom.

Classroom Strategy 3

Have students read editorials, opinion columns and letters to the editor to find out about individuals or groups who are taking a stand on an issue. Have students answer the following questions:

- What is the issue?
- Is it courageous to take a stand on this issue?
- Are all such actions "courageous," or does courage mean something else?
- What causes someone to be courageous?
- Would a person be courageous if he or she wrote a letter to the editor on an issue?
- Why or why not?

Activity Page

COURAGE CHART

Select five people from the news, history or literature who have demonstrated courage. Include at least one person from each of the these three areas. Print the person's name in the first column. In the second column, write a headline that summarizes that person's courageous act.

Individual	Headline

CITIZENSHIP

DEFINITION

Citizenship means that you value being a member of a community of people who accept responsibility for the public good and the public welfare. It means carrying out duties and responsibilities for the betterment of the larger community — family, friends, neighbors, schoolmates, town or city, state, country and the world.

Key words: civic-mindedness, duty, responsibility, rights, Golden Rule, altruism (doing something for someone without expecting personal gain)

ACTIVITIES

Classroom Strategy 1

Discuss with students the different responsibilities of citizenship:

- Laws: Citizens respect and obey laws at many levels — in school, the local community, the state or province and the country. When citizens feel a law is unfair or unjust, they may challenge the law. There are legal ways to have a law changed: Citizens may lobby legislators to change the law or have a referendum question put on the ballot in an election year. Sometimes citizens deliberately break a law to challenge it, thereby taking the issue into the court system to have the judicial branch rule on its constitutionality.
- Voting: Citizens become knowledgeable about candidates and issues so they can make informed decisions at the ballot box. In times between elections, citizens should continue to follow the decisions and actions of their elected officials.
- Taxes: Citizens pay their taxes honestly for government and social programs that help all the people. Citizens may challenge taxes by persuading their legislators to change them or by raising issues through referendum questions on ballots.
- Defense: Citizens should be concerned with and supportive of the safety of others at home, in their neighborhood, and at state or provincial and national levels.
- National values: Citizens demonstrate values honored by the society, such as freedom, service, patriotism, fairness, justice and altruism.

Divide the class into small groups. Have students find examples of individuals demonstrating their citizenship in each of the areas listed above. Allow each group to select one citizenship area to research. Tell each group they must select a way to share the information they find with the rest of the class, such as a collage, a skit, a poster or an oral presentation. Encourage divergent thinking in their choice of presentation.

Classroom Strategy 2

Explain to students that newspapers have a special place in a democracy. The United States Constitution, for example, guarantees that the press will be free. The government may not tell newspapers or electronic media what to publish or what to suppress. That is because the press serves as the people's watchdog. Citizens cannot follow elected officials around every day. They cannot sit in on legislative sessions or briefings. They need reporters to monitor government activities and let their readers know what is going on.

CITIZENSHIP

Discuss with students the following questions related to newspapers and government:

- How does the newspaper serve the community?
- How does the newspaper help us become better citizens?
- What information can you find in today's newspaper that can help readers become better citizens?
- Can you find examples in today's newspaper of individuals or groups who are helping others?

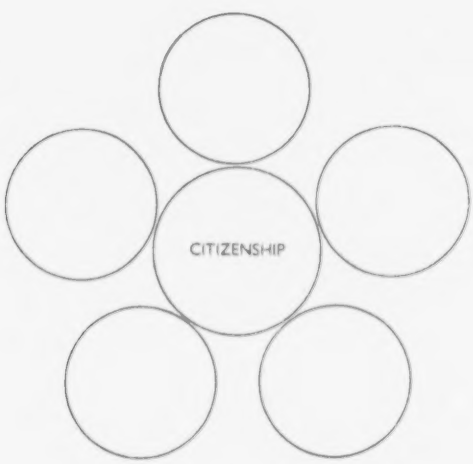
List responses on the board and discuss them with the class.

Classroom Strategy 3

Have each student develop a portfolio of news stories, editorials, letters to the editor, opinion columns and pictures of people or groups who are demonstrating citizenship. Tell students to write two or three sentences explaining why each item is included. Have students share and discuss their portfolios.

Classroom Strategy 4

Discuss with students the activities and responsibilities that are the core of good citizenship at the school level. Have them reach consensus on the top five. Draw a large chart like the one below and put it on a bulletin board. Write the word "citizenship" in the center area and words representing the five core activities or responsibilities in the five surrounding circles. Divide the class into five groups. Assign one core activity to each group. Have the groups locate news stories, cartoons, comic strips and photos that represent their core activities. Have them cut out and mount their examples on the appropriate circles of the bulletin board. Use the chart to discuss the similarities and differences in citizenship responsibilities in and out of school.



BEST COPY AVAILABLE

Teacher's Guide

JUSTICE

DEFINITION

Justice is about fairness. It is about individuals, groups or institutions doing the right thing for everyone. Justice means being fair and considerate; thinking about, acknowledging and respecting the rights of others. It is about having commitments, keeping promises and granting people the presumption of innocence.

Key words: fairness, Golden Rule, tolerance, understanding

ACTIVITIES

Classroom Strategy 1

Discuss with students the idea of justice. Point out that we may think of justice in two ways. In one, we care that people are being treated fairly, in a "just" way. In another, we think about the justice system and whether or not people are being treated fairly by the country's laws and judicial system.

Begin with an examination of a nonlegal situation in which fairness, or justice, is an issue. Have students locate a newspaper story about a situation in which they think an individual or group is being treated unfairly. Have them examine and discuss the following questions:

- What is the situation? Who is the person or group who may be receiving unfair treatment, and who or what is being unfair to the person or group?
- What justification is being given for the action toward the person or group?
- What is the person or group's defense?
- What do you think is the solution to the situation? Explain why.

Have students write letters to the editor expressing their opinions about the situation.

Classroom Strategy 2

Discuss with students the need for rules and laws in a civilized society. Have them collect stories over time from the newspaper about the following topics:

Court cases	Due process
Censorship	Government decisions
Equality under the law	Unjust events or situations
Business or company decisions	Freedom to dissent

Have students post their stories on a bulletin board divided into these topics. Study and discuss one topic per week. Have students relate the newspaper stories to their social studies lessons about the branches of government and the judicial responsibilities of government.

Classroom Strategy 3

Injustice in the world: Put your class into four or five groups and assign each group a continent. Using the newspaper over a period of three or four weeks, have each group track incidents of injustice for the continent assigned. Have each group create a scrapbook of clippings, a timeline of incidents or a digest of events; identify who is involved and why; who is taking action to correct the injustice; and what the group would recommend.

BEST COPY AVAILABLE

Activity Page

IT ISN'T FAIR

Select an event from the newspaper, or describe something that happened in school or in your neighborhood, that you feel is unfair or unjust. Create an editorial cartoon about it. Describe your cartoon to your classmates. Post your cartoon in the classroom.

ADDITIONAL CHARACTER STRATEGIES

Values Hunt

1. Divide your class into pairs.
2. Duplicate the Values Hunt chart* and give one to each pair.
3. Provide each pair of students with at least three different issues of the newspaper.
4. Ask students to save all material they cut out from the newspaper for additional activities.
5. Put the following directions on the board:
   - Discuss each value word on the chart.
   - Define each word and list synonyms for each word as you discuss it.
   - Find content from the newspapers that illustrates the word being discussed. Check all parts of the newspaper, from articles to comics, editorials to ads.
   - Show examples from the newspaper of the word you are discussing.
   - In the space to the right of each word, write a summary of why you selected the particular content from the newspaper.
   - Save all the material you cut out for other value-related activities.

* Student activity pages follow descriptions of strategies.

VIP: Values of Important People

You will need to prepare this activity well in advance.

As you know, each month of the school year has days, themes and events that will be reported in newspapers and should be brought to the attention of your students.

Here are a few examples:

JANUARY: Martin Luther King Jr. Day and Women's History Month

FEBRUARY: Black History Month and St. Valentine's Day

MARCH: International Day for the Elimination of Racial Discrimination and Spring Equinox

Tell students to get two different newspapers, both from the same date — a local newspaper plus a newspaper from a city elsewhere in the United States. Have each student write to a newspaper, or to a relative in another area, and ask to be sent a copy of the newspaper for the chosen date. Using the example of Martin Luther King Jr. Day, have students search for newspaper articles about Dr. King's birthday.

Students who write to a newspaper in another city should send a letter (enclosing $1.00 to cover costs) askihg for a copy of the given date's edition of the newspaper. You can get addresses from Newspaper in Education Information Services, P.O. Box 300, Pittsford, N.Y. 14534. Proofread the students' letters before they are mailed.

ADDITIONAL CHARACTER STRATEGIES

While waiting for the newspapers to arrive, have the students examine the local newspaper with these questions in mind:

Did our local newspaper:

- Publish at least one story about Martin Luther King Jr.?
- Publish other stories about his work, efforts, ideas?
- List community events that will celebrate his birthday?
- Publish an editorial or column about him?

Discuss the stories that appeared in the newspapers, asking students to identify references to the values of nonviolence, self-discipline, respect and responsibility.

When the newspapers arrive from other cities, have students compare how the birthday of Martin Luther King Jr. was covered in each edition.

Have students cut out articles, pictures, editorials — whatever was reported about his birthday — and make posters, bulletin board displays or scrapbooks. Near the end of January, or after you have completed this activity, have students write about the values they learned from reading about Martin Luther King Jr.

You can extend the activity to Mahatma Gandhi, who was assassinated on January 30; to Abraham Lincoln's birthday on February 12; and to other people who have made a contribution to our culture, heritage and character. This activity can also be applied to monthly celebrations — Universal Human Rights Month, Hispanic Heritage Month, Older Americans Month.

Newspaper Value Ads

1. There are two kinds of ads in daily newspapers — display ads and classified ads. Review both of these with your students.
2. After the review, group the students in teams of three or four. Assign one value to each team, and write the following scenario on the board:

   Your team works for an advertising agency. The team has been hired to do a full-page display ad and a classified ad on a value.
3. Give each team newspapers, scissors and glue.
4. Give each team newsprint that is the same size as a page from their local newspaper and a half-sheet for the classified ad.
5. Tell students that they may not print or write on either sheet. To fulfill the assignment, they must use letters, words, phrases, symbols or pictures cut from their newspapers.
6. Once students have completed and shared their assignments with one another, post their work around the school.

ADDITIONAL CHARACTER STRATEGIES

R&R: Read and Reflect

This newspaper activity is designed to encourage your students to read and reflect on (and then write about) an article, editorial, letter to the editor or advice column that is a value-laden story, issue, event or problem. This can be done once or twice each week for any of the values being studied.

1. Ask students to read the newspaper to find an item involving one or more values.
2. Ask students to read the item and think about it. They may have questions about what they've read.
3. After some reflection, have students respond by writing their thoughts in the "Boil It Down" handout.*
4. Have students share with classmates what they read and what they write.

* Student activity pages follow descriptions of strategies.

Give Me Five

Questions are the brain's tool kit. Asking questions — the Socratic Method — enhances thinking and helps students learn values and academic content. The "Five" in Give Me Five refers to the five newspaper Ws — who, what, when, where, why/how. Have students ask these five questions about each article or event they are investigating. Give Me Five is a strategy students can learn to apply to anything they see or read, or to their own actions. It means, take time out to think through the situation, or ask yourself questions about the situation. Give Me Five is a useful strategy for analyzing a newspaper article, editorial, column or story, and it helps students analyze a historical event (Boston Tea Party, Emancipation Proclamation) or a current event. It helps students analyze their behaviors, particularly those that create conflict between students. For example, two students are engaged in name-calling in your classroom. The situation almost leads to a fight. You might ask the students involved to Give Me Five — take time out and write about the situation, or sit with you while you listen to them answer the five W questions.

BEST COPY AVAILABLE

ADDITIONAL CHARACTER STRATEGIES

Movie Ads and Reviews

1. Have students look at movie ads in their newspaper and, after discussing the ad, name value words that apply to each ad. Ask students if they can tell from the ad if the movie is about war or peace; violence or nonviolence; love or hate; harmony or disruption.
2. Have students read movie reviews in their newspaper. Give them the list of value words shown in the example below. Have them circle the value words that are used or implied in the movie review.

Title of Movie

compassion	helpfulness
fairness	trustworthiness
responsibility	loyalty
courtesy	truthfulness
bravery	civility
justice	

Be a Reporter

1. This activity highlights the value of waiting and asking questions — tasks that require students to think.
2. Select a story from your newspaper that contains statements or quotes from a person being interviewed. Look for sports stories, feature stories or news articles.
3. Notice how the reporter uses quotations to highlight aspects of the story, to bring the speaker into the story and to make the story interesting.
4. Have students compile their findings on the Be a Reporter Activity Sheet.*
5. Instructions for the activity sheet:
   - Write two or three quotations from the article in the first column of the chart below. In the second column, write the question you think the reporter asked to get the quote. In the third column, write in a value or character trait that you think is expressed or implied in the quotation. Leave it blank if you do not think there is one.
   - In the triangle, write the name of a person you would like to interview.
   - In the triangle, list three value or character questions you would like to ask that person.
   - On the lines that follow, write what you think would be that person's response to your questions.

* Student activity pages follow descriptions of strategies.

BEST COPY AVAILABLE

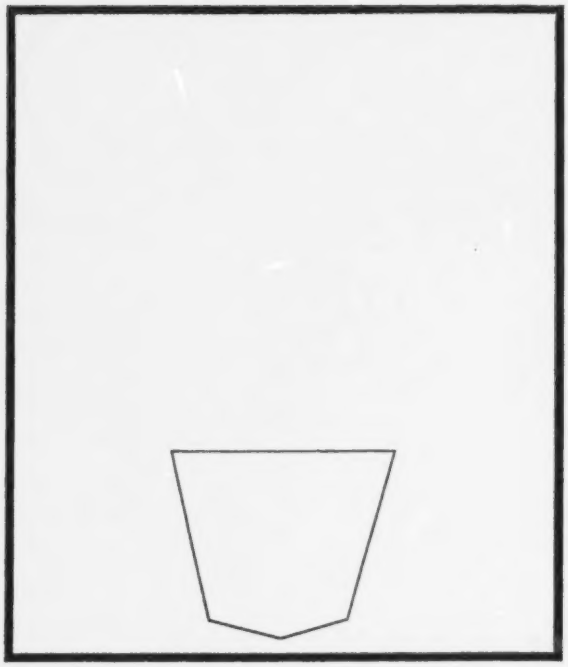
ADDITIONAL CHARACTER STRATEGIES

Hall of Fame, Hall of Shame

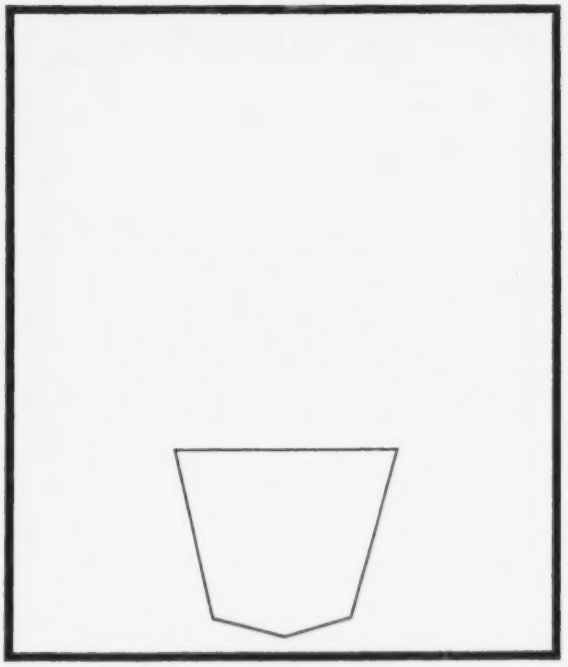
Each week have students select a person, group or organization they think should be on either the Hall of Fame board or the Hall of Shame board. Near the end of each week, have teams of three students make nominations for the boards. A representative from each team states his or her case for the nomination in two minutes. Students can then think about what they heard and vote the next day.

The team whose nomination wins the vote prepares a picture frame with a pocket. Have team members put a picture or drawing of the winning person, group or organization in the frame. Then tell them to place in the pocket newspaper articles or editorials about the winners; or have them write about why the selection was made and which positive or negative values were highlighted. The materials should be left in the pocket for a week so that students have time to read what was posted.

Hall of Fame



Hall of Shame



Activity Page

VALUES HUNT

Trust	
Loyalty	
Courtesy	
Caring	
Respect	
Reasonableness	
Justice	
Honesty	
Integrity	
Citizenship	

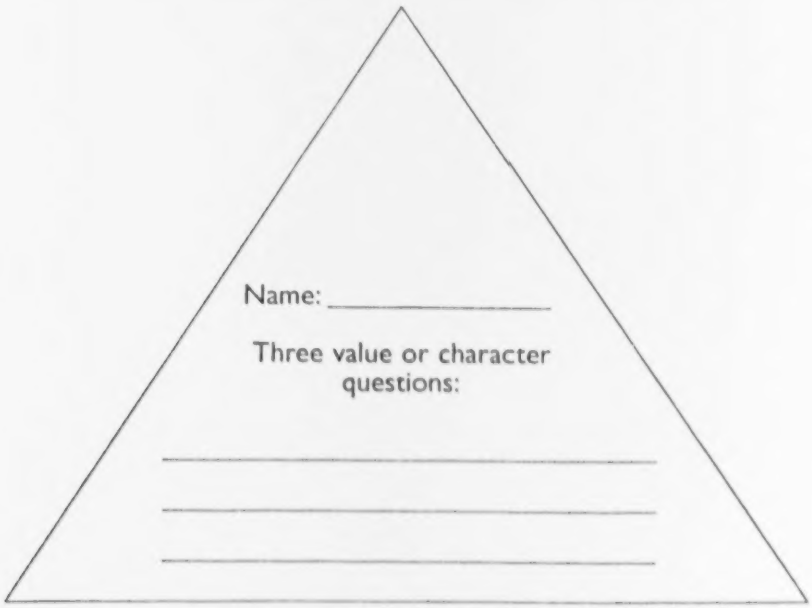
Activity Page

BOIL IT DOWN

Activity Page

BE A REPORTER

Quotation	Question Asked by Reporter	Value or Character Trait



Response to questions:

_____

_____

_____

PARENT PAGES

A Message to Parents	34
Home Activities	35
Activity Sheets	38

BEST COPY AVAILABLE

A MESSAGE TO PARENTS

How to use this booklet

You are your child's first and most important moral educator. As you know, what you say — and, more important, what you do — shapes the kind of person your child will grow up to be. You teach your child about character by your example, by being a model that your child can imitate. Your child's teacher can help you as much as you can help him or her. For example, you want your child to be respectful at home. Your teacher wants your child to be respectful in the classroom. Thus, this one value can be "taught and caught" both at home and at school. Your child will learn the value better if you and the teacher work cooperatively to teach and model this value.

To help you teach the values in this booklet to your child at home, you should:

1. Stay in touch with the teacher about your child's academic, social, personal and civic behavior.
2. Know which value your child's teacher is focusing on, and help him or her by doing the activities suggested in this booklet — or others that you or the teacher develop.
3. Use the daily newspaper as a focal point for discussions of values. For example, in the local newspaper, you might read a story of a young boy who returned a lost wallet with money in it. This would make an interesting story to read and discuss with your child. You could ask your child: Do you think that the boy considered not returning the wallet? Could he have returned it with just some of the money in it? Why did he return it? Did he get a reward? Should he get a reward? What would you have done if you found the wallet? Asking questions is a way to help your child think about values and real-life dilemmas.
4. As you read the newspaper, find content that may be of interest to your child and ask him or her to read it. Don't forget to note the values that can be found on the comics pages or in advice columns.
5. Do as many of the activities that your child's teacher sends home as you can. This will help the teacher reinforce what's being taught in the classroom.
6. Talk about values to your child. Discuss the dilemmas people find themselves in and how values can help them figure out the right thing to do. Discuss how emotions block rational and moral thinking. Your daily newspaper is filled with content that illustrates how people behave — some positive, some negative.

Home Activities

CHARACTER AT HOME

RESPECT

Home Activity 1

With your child, select a sports figure from the sports pages and discuss why you respect that person. Ask your child to do the same. Ask why he/she respects the person.

Home Activity 2

Go through the comics with your child and pick out comic characters who show respect by demonstrating one or more of the following:

- Saying please and thank you.
- Taking care of possessions.
- Being kind to another person.
- Sharing something with someone.
- Listening to others.

RESPONSIBILITY

Home Activity 1

Using the "letter to the editor" format, ask your child to write about how he/she is responsible for tasks at home and at school.

Home Activity 2

Ask your child to use the comics pages to find comic characters that do and do not show the character being responsible. Have him/her put a + mark on a character who does show responsibility. Put an X mark on one who does not. Talk to your child about why he/she made the choices. Discuss with your child what he/she can do to be more responsible.

Home Activity 3

Have your child "interview" you or his/her grandparents about the responsibilities you or they had growing up. Your child's teacher will explain how to take notes in the interview and write a headline and feature story to share with your family and your child's classmates.

Home Activity 4

Tell your child that his/her responsibility at home is to have good manners. Find content in the newspaper about manners and discuss it with your child.

Home Activity 5

Discuss with your child the Golden Rule, "Do unto others as you would have them do unto you," or "Treat others as you want to be treated." Then find an article that supports the Golden Rule; find one that violates the Golden Rule. Discuss with your child the issues presented in both articles.

Home Activities

CHARACTER AT HOME

CARING

Home Activity 1

Find a newspaper article that shows someone who really cares about an issue, a person or an object. Read it to your child. Then ask your child to tell you what he/she really cares about.

Home Activity 2

With your child, look through the newspaper for someone or something (an animal, the environment) that needs help. Select a subject that your child cares about. Read the story together and discuss how your family might help.

HONESTY

Home Activity 1

Using words and phrases from the newspaper, help your child make a collage or poster illustrating some of the key words related to the value of honesty: fairness, truthfulness, respect, loyalty, uprightness.

Home Activity 2

Have your child identify a situation from a movie, television program or real life that involves an individual's act of honesty or dishonesty. Use the situation to discuss honesty with your child. Then have your child write a news story about the incident. The story should include the five Ws: who, what, when, where, why/how.

Home Activity 3

Find something in the newspaper — a story, cartoon, editorial or advice column — that relates to the values of honesty, trustworthiness, loyalty and fairness. Discuss the content of the item with your child.

TOLERANCE

Home Activity 1

With your child, cut out words, pictures and symbols from the newspaper that highlight your child's special qualities, talents and abilities. Paste them on poster paper. Have your child do the same thing for a friend, relative or favorite person in the news.

Home Activity 2

Using the newspaper, have your child collect photos of people who are different from you and your family. Also, have them collect photos depicting various cultures, religions and interests. Talk about the diversity or lack of it in your neighborhood, community and school. Have your child bring in the photos to share with his/her teacher and classmates.

BEST COPY AVAILABLE

Home Activities

CHARACTER AT HOME

COURAGE

Home Activity 1

If your child is a teen-ager, ask his/her teacher for information about the Newspaper Association of America Foundation's "Profiles in Courage." This is a yearly essay contest asking teen-agers to "write a profile or feature story about a real person — or a group of people — who stood up for his or her rights. Those persons or groups do not have to be teen-agers now, but must have been teen-agers when they stood up for their rights." Encourage your child to enter this writing contest. (Teachers: contact Profiles in Courage Contest, NAA Foundation, 1921 Gallows Road, Suite 600, Vienna, VA 22182-3900, Telephone: 703/902-1729, fax: 703/902-1735.)

Home Activity 2

Many value words begin with the letter C. Courage is one; others are caring, civility, courtesy, cooperation, citizenship. With your child, try to find these words in your newspaper. Then try to find examples of how each value is demonstrated by a person or group.

CITIZENSHIP

Home Activity 1

With your child, locate newspaper stories about people demonstrating good citizenship: people voting, people attending community or government meetings, people working to make a neighborhood or playground better. Help your child to make a list of the things you could do together to practice good citizenship. Examples might include displaying the flag on holidays, visiting memorials or monuments, singing the national anthem.

Home Activity 2

Help your child create a poster promoting good citizenship. Cut out and use photos, drawings and words from the newspaper on your poster.

JUSTICE

Home Activity 1

With your child, read some letters to the editor about an issue that the writer finds unjust. Discuss with your child why the person feels as he/she does. Share your opinion about the issue with your child.

Home Activity 2

Look through the comics pages with your child and find comic strips that are examples of unfairness or fairness; injustice or justice; misunderstanding or understanding; intolerance or tolerance.

Home Activity 3

After reading newspaper articles with your child about justice and kindness, discuss with him/her the importance of rules at home and at school; discuss whether they are fair. You might talk about curfew time and chores; responsibilities; choices and consequences; or boundaries.

Home Activity Page

VALUES IN THE NEWS

Find an item in the newspaper that illustrates each of the following values. Read the item and then find key words or phrases that tell about the value. Write the key words or phrases in blocks below.

Appreciation

Dignity

Honor

Obedience

Politeness

Acceptance

Home Activity Page

HELPING HANDS

Think of five ways that you could be more caring or helpful in your home. Write one suggestion on each finger on the hand below. For the back of the hand, cut out and paste three words or symbols from the newspaper that are examples of caring, helping, kindness or compassion. Share your words with a family member or friend.

Home Activity Page

COURAGE IN ACTION

Scan newspapers for stories about individuals or groups who have demonstrated courage. Use the information to complete the chart below. Identify a person or group for each category. Then explain how the person or group demonstrated courage.

Type of person/group	Name	What act was courageous?
Athlete		
Celebrity		
Hero		
Ordinary person		
Group		

Home Activity Page

HONESTY PAYS

Look through the comics for examples of honesty, fairness, trustworthiness and loyalty. Find a comic strip that shows a good example of honesty and paste it in the box below. Then answer the questions about the comic strip.

1. Who are the characters in the comic strip?

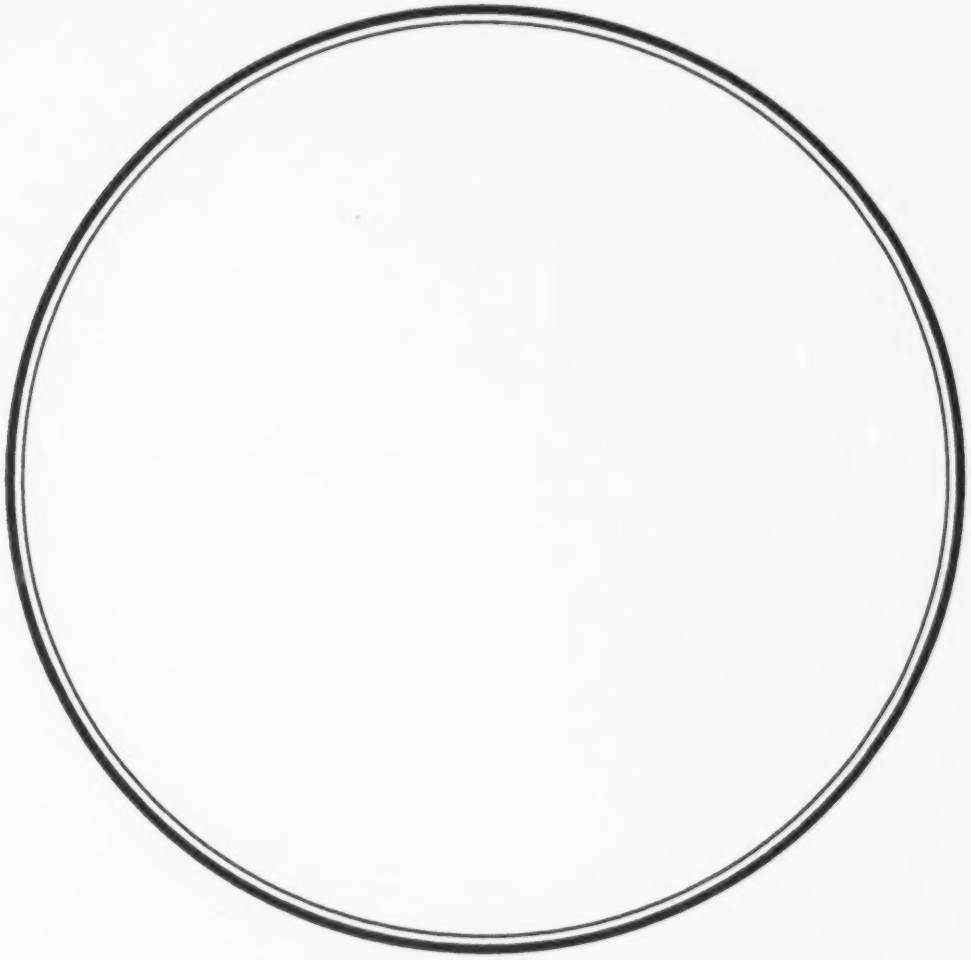
2. What is the situation?

3. Why did you select this comic strip as an example of honesty?

Home Activity Page

DIFFERENT CULTURES

Look through the newspaper for restaurant ads that serve foods from different cultures, such as Mexican, Chinese or Thai. Cut out the ads and paste them on a large circle, keeping the same types of food together.



Talk with a friend or family member about how experiencing different cultures can help people understand and accept others.

Home Activity Page

RESOLVING CONFLICT

Find an example in the news of conflict and intolerance. Then research the country named in the story. Fill in information about the country in the spaces provided. Describe the issue in the story and write your solution to the problem.

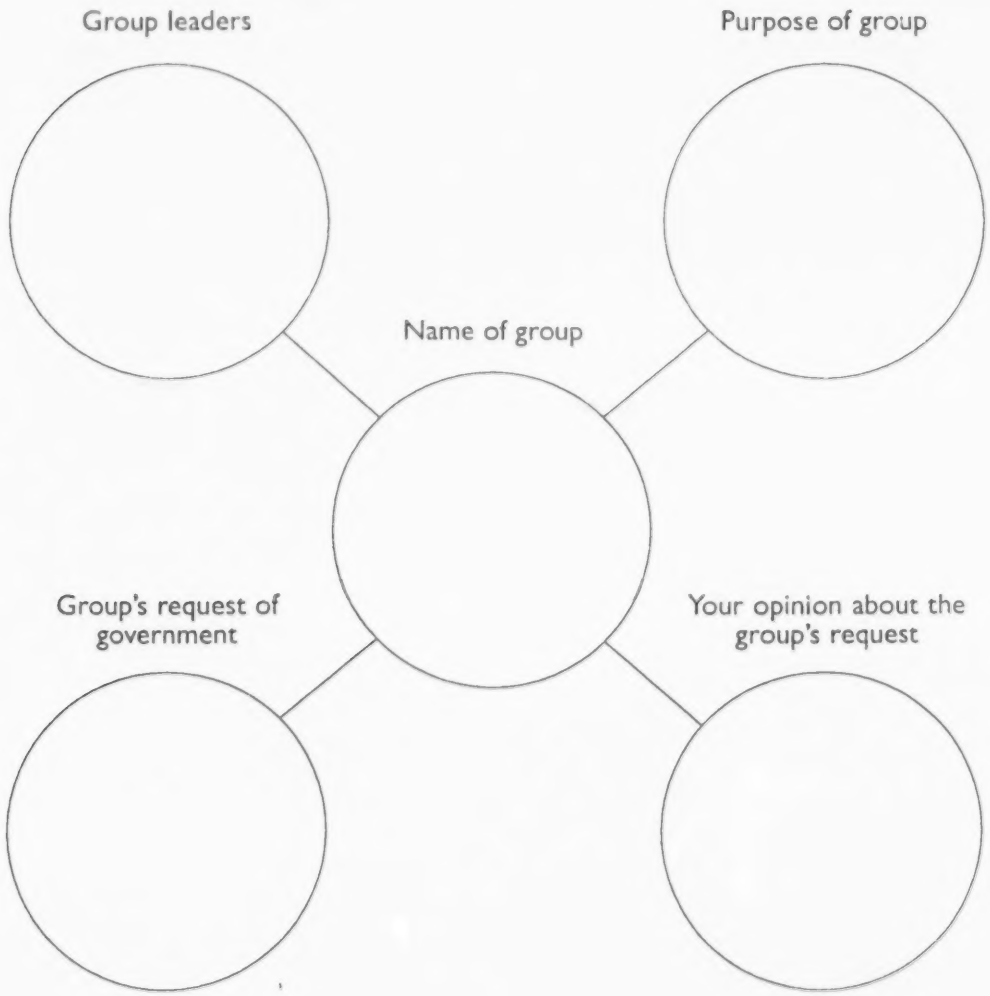
Country	
Capital	
Leaders	
Location	
Issue/Conflict	
Possible Solution	

Home Activity Page

CITIZEN GROUP

Citizens in this country have the right under the First Amendment to gather to discuss ideas, issues or problems, to protest government actions, and to form groups to take action and to try to influence the local, state or national governments.

Find an example in the newspaper of a group meeting for a common purpose.
Put information about the group in the circles below.



Home Activity Page

STAR CITIZENS

Find examples of individuals or groups who have demonstrated good citizenship by serving others. Cut out and paste on the star photos or stories about the people. Write the names and the services they provided on the lines below the star.

Name _____

Service _____

Name _____

Service _____

Name _____

Service _____

Name _____

Service _____

RESOURCES

Bulletin Board and Refrigerator Quotations 48

Character Education Organizations 52

Newspaper Programs 53

Books 53

Additional Opportunities 54

About the Authors 55

BEST COPY AVAILABLE

BULLETIN BOARD & REFRIGERATOR QUOTATIONS

Respect

Good words are worth much and cost little.

— *George Herbert*

Remember, no one can make you feel inferior without your consent.

— *Eleanor Roosevelt*

Destructive language tends to produce destructive results.

— *John M. Templeton*

I want you to respect one another, see the best in each other, share each other's joy and pain.

— *Colin Powell*

Responsibility

Perseverance: Keep trying — work hard.

— *Anonymous*

Don't quit — have patience.

— *Anonymous*

Growing up means learning how to assume responsibilities!

— *Anonymous*

A person without a goal is like a computer without a program. All you have is an ugly piece of furniture.

— *Anonymous*

We are not put here on earth to fool around . . . there are responsibilities to be met. Humanity needs the abilities of every man and woman.

— *Alden Palmer*

Caring

Those who care, share.

— *Author Unknown*

Charity sees the need; not the cause.

— *Anonymous*

Hatred and anger are powerless when met with kindness.

— *Anonymous*

Friendship is love with understanding.

— *Anonymous*

BULLETIN BOARD & REFRIGERATOR QUOTATIONS

Honesty

If parents want honest children they should be honest first.

— *Robert Ingersoll*

Honesty is a matter of right and wrong, not a question of policy.

— *Anonymous*

Honesty is the best policy.

— *Miguel de Cervantes*

With lies you may go ahead in the world — but you can never go back.

— *Russian proverb*

Oh, what a tangled web we weave, when first we practice to deceive!

— *Sir Walter Scott*

Tolerance

If we cannot end now our differences, at least we can help make the world safe for diversity.

— *John F. Kennedy*

If we are to reach real peace in the world, we shall have to begin with children.

— *Mahatma Gandhi*

Deal with the fault of others as gently as with your own.

— *Chinese proverb*

We do not see things as they are, we see things as we are.

— *The Talmud*

Prejudices . . . are most difficult to eradicate from the heart whose soil has never been loosened or fertilized by education.

— *Charlotte Brontë*

Tolerance is the positive and cordial effort to understand another's beliefs, ractices and habits without necessarily sharing or accepting them.

— *Anonymous*

BULLETIN BOARD & REFRIGERATOR QUOTATIONS

Courage

You cannot discover new oceans until you have the courage to lose sight of the shore.

— *Anonymous*

Courage consists not so much in avoiding danger as in conquering it.

— *Anonymous*

Courage is knowing what to fear.

— *Plato*

Citizenship

To be truly human, one must serve others. Everybody can be great because everybody can serve.

— *Martin Luther King Jr.*

Determine that the thing can and shall be done, and then we shall find a way.

— *Abraham Lincoln*

Children have more need of models than critics.

— *Joseph Joubert*

Ask not what your country can do for you, but what you can do for your country.

— *John F. Kennedy*

Liberty means responsibility. That is why most people dread it.

— *Anonymous*

There can be no daily democracy without daily citizenship.

— *Ralph Nader*

BULLETIN BOARD & REFRIGERATOR QUOTATIONS

Justice

Father: Laws define rights.

Son: I agree, sir, but do they always define justice?

Father: Justice, my young man, is only relative to who is in charge.

Son: Quite true, sir, but perhaps how long they stay in charge is relative to how well they dispense that justice.

— *Film: The Power of One*

Fairness demands not identical treatment but equal consideration of relevant conditions and circumstances.

— *Steven S. Tigner*

Injustice anywhere is a threat to justice everywhere.

— *Martin Luther King Jr.*

It is easy to be kind; the difficulty is to be just.

— *Victor Hugo*

Justice cannot be for one side alone, but must be for both.

— *Eleanor Roosevelt*

Justice is better when it prevents rather than punishes with severity.

— *Legal maxim*

RESOURCES

Character Education Organizations

Center for the Advancement of Ethics and Character
Boston University
605 Commonwealth Avenue
Boston, MA 02215
(617) 353-3262 / (617) 353-3924 (fax)

Center for Character Education
Duquesne University, School of Education
410 Canevin Hall
Pittsburgh, PA 15282
(412) 434-5191

Center for Civic Education
5146 Douglas Fir Road
Calabasas, CA 91302-1467
(800) 350-4223 / (818) 591-9330 (fax)

Center for the Fourth and Fifth R's (Respect/Responsibility)
S.U.N.Y., Cortland, Education Department
Cortland, NY 13045
(607) 753-2456 / (607) 753-5980 (fax)

Character Education Institute
8918 Tesoro Drive, Suite 575
San Antonio, TX 78217-6253
(800) 284-0499 / (210) 829-1729 (fax)

Character Education Partnership
918 16th St., NW, Suite 501
Washington D.C. 20006
(800) 988-8081

Character Education Institute at California University
250 University Avenue
California, PA 15419-1394
(724) 938-4500 / (724) 938-4141 (fax)

Communitarian Network
2130 H Street, NW, #714-X
Washington, DC 20052
(202) 994-7997 / (202) 994-1639 (fax)

Community of Caring
Joseph P. Kennedy Jr. Foundation
1350 New York Avenue, NW
Washington, DC 20005
(202) 393-1250

Developmental Studies Center
2000 Embarcadero, Suite 305
Oakland, CA 94606
(510) 533-0213 / (510) 464-3670 (fax)

Educators for Social Responsibility
23 Garden Street
Cambridge, MA 02138
(617) 492-1764

Ethics Resource Center
1120 G Street, NW, Suite 200
Washington, DC 20005
(202) 737-2258 / (202) 737-2227 (fax)

The Giraffe Project
PO Box 759, Dept. P
197 Second Street
Langley, WA 98260
(360) 221-7989 / (360) 221-7817 (fax)

Heartwood Institute
425 N. Craig Street, Suite 302
Pittsburgh, PA 15213
(412) 688-8570 / (412) 688-8552 (fax)

Hyde Foundation
616 High Street
Bath, ME 04530
(207) 443-8631

Institute for Global Ethics
P. O. Box 563
Camden, ME 04843
(207) 236-6658 / (207) 236-4014 (fax)

RESOURCES

Jefferson Center for Character Education
2700 East Foothill Boulevard, Suite 302
Pasadena, CA 91107
(818) 792-8130 / (818) 792-8364 (fax)

Josephson Institute of Ethics
4640 Admiralty Way, #1000
Marina Del Rey, CA 90292-6610
(310) 306-1868 / (310) 827-1864 (fax)

Quest International
1984 Coffman Road
P.O. Box 4850
Newark, OH 43058-4850
(800) 446-2700 / (614) 522-6580 (fax)

American Youth Foundation
1315 Ann Avenue
St. Louis, MO 63104
(314) 772-8626 / (314) 772-7542 (fax)

Newspaper Programs

The Denver Post
Bully Proofing Your School
Dana Plewka, Manager, NIE
1560 Broadway
Denver, CO 80202
(303) 820-1335

The Deseret News
Building Blocks of Character
Carolyn Dickson, Manager, NIE Department
Box 1257
Salt Lake City, UT 84110
(801) 237-2172 / (801) 237-2121 (fax)

The Kansas City Star
Raising Kansas City:
Values and the Next Generation
1729 Grand Blvd.
Kansas City, MO 64108
(816) 234-4210

The Pueblo Chieftain
Creating Kind Schools
Suzie Simons and Jacquie Huffaker,
NIE Coordination
P.O. Box 4040
Pueblo, CO 81003
(719) 544-3520

The Tennessean
Project Solution
1100 Broadway
Nashville, TN 37203
(615) 726-8918

Books

DeRoche, E. F. and Williams, M. (1998). *Educating Hearts and Minds: A Comprehensive Character Education Framework*. Thousand Oaks, CA: Corwin Press.

LeGette, H. (1999). *Parents, Kids, and Character*. Chapel Hill, NC: Character Development Publishing.

Lickona, T. (1991). *Educating for Character: How Our Schools Can Teach Respect and Responsibility*. New York: Bantam Books.

Murphy, M. (1998). *Character Education in American Blue Ribbon Schools*. Lancaster, PA: Technomic Publishing Co.

Kirchenbaum, H. (1995). *100 Ways to Enhance Values and Morality in Schools and Youth Settings*. Boston: Allyn and Bacon.

Ryan, K. and Bohlin, K. (1999). *Building Character in Schools*. San Francisco: Jossey-Bass Publishers.

Vessels, G. (1998). *Character and Community Development: A School Planning and Teacher Training Handbook*. Westport, CT: Praeger Publishers.

RESOURCES

Additional Opportunities

"Profiles in Courage" writing contest sponsored by the Newspaper Association of America Foundation. The contest asks teen-agers to write a profile or feature story about a real person or group of people who stood up for their rights when they were teen-agers.

Find out more about the contest by contacting the NAA Foundation, 1921 Gallows Road, Suite 600, Vienna, VA 22182-3900; telephone: 703-902-1729; fax: 703-902-1735.

National Kindness and Justice Challenge. Request information on this event by writing to: Do Something, 423 W. 55th St., 8th Floor, New York, NY 10019, or www.dosomething.org. You will receive lessons and instructions. After your students participate, have them write feature stories or letters to the editor, and send them to your local newspaper for possible publication.

BEST COPY AVAILABLE

ABOUT THE AUTHORS

Dr. Edward F. DeRoche is a nationally known Newspaper in Education (NIE) and character education consultant. He is a professor in the School of Education at The University of San Diego, co-director of the International Center for Character Education and co-chair of The New York Times College Program Advisory Board. He has made many presentations on NIE and character education and has written more than 50 articles for education journals. Since 1990 he has written a bimonthly research column on newspapers for the NIE Information Services. Dr. DeRoche is the author of eight books on education teaching and administration, and two on newspapers in education. Most recently, he co-authored a book on character education, Educating Hearts and Minds: A Comprehensive Character Education Framework. He is a member of the Association of Teacher Educators' Commission on Character Education and the California Commission on Teacher Credentialing. Dr. DeRoche wishes to recognize and thank Natalie Van Oppen, graduate assistant, for being able to read his writing, decipher his notes and type the manuscript for this guide.

Dr. Sherrye Dee Garrett coordinated a Newspaper in Education program in Pennsylvania for more than 16 years. She has co-authored eight special NIE guides for the Newspaper Association of America Foundation, the International Reading Association and the National Council for the Social Studies. She has taught in public schools as well as at college and university undergraduate and graduate levels.

Dr. Betty L. Sullivan is an internationally known media and education consultant who began in NIE by using the newspaper with her students in public schools of the Mississippi Delta. Having held various educational services positions with USA TODAY, New York Newsday and the Commercial Appeal of Memphis, TN, she has also served as the national director of education programs for the Newspaper Association of America Foundation.